

students. Edison also complies with applicable federal and state laws concerning employee welfare, safety and health, including, without limitation, the requirements of federal law for a drug free workplace. Edison complies with all federal, state and local civil rights protections for its employees. We do not illegally discriminate against any employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, or sexual orientation in our recruitment, selection, training, utilization, termination or other employment-related activities.

3. Evidence of Effectiveness in Increasing Student Achievement

Edison Schools has been raising student achievement in public schools across the country since we opened our first four schools in 1995. Managing whole schools since 1995 and summer school programs since 2000, we have had a remarkable track record of success. Seven years of research-based experience combined with ongoing innovations in curriculum and technology ensure that Edison will provide quality supplemental services to Michigan's students.

Students throughout our system have shown remarkable gains on a variety of achievement measures. With an average annual gain of 6 percentage points on criterion-referenced tests and 5 percentage points on norm-referenced tests, our rate of gain well exceeds that of other districts around the nation. These results are particularly impressive, given that our gains are with many disadvantaged students. Last year, 70% of our students qualified for free/reduced lunch; 64% of our students were African-American and 17% were Hispanic. Following are some examples:

Davenport, Iowa

In 1999, Edison partnered with the Davenport Community School District to manage Jefferson Elementary School. This mid-sized district with approximately 17,000 students serves a diverse community from rural farmland to the urban inner city. On the Iowa Test of Basic Skills, a norm-referenced test that measures students' national percentile rank, reading scores improved 10 percentile points in 4th grade and 13 percentile points in 3rd grade from 1999 - 2001. Math scores rose 10 percentile points in 3rd grade and 13 percentile points in 4th grade.

Washington, D.C.

Edison manages four public charter schools in Washington, D.C. in partnership with Friendship House, a non-profit dedicated to serving disadvantaged communities. The Friendship/Edison partnership began in the fall of 1998 in two elementary schools. Today, the partnership operates two elementary schools, one middle school, and one high school with total enrollment of more than 2,600 (approx. 4% of all students enrolled in the DC public schools). Approximately 98% of the students enrolled in the schools are African-American and 68% are eligible for the federal free/reduced lunch program.

The primary means of accountability for the Washington, D.C. Public Schools is the Stanford Achievement Test. Since its inception, students at the Chamberlain Campus have gained an average of 9.5 percentile points *per year* across all subjects in grades 1-5. Students at Blow Pierce have seen average annual gains of 6.4 percentile points and students at Woodridge have

improved by 7.0 points per year since opening. This steady growth translates into extraordinary improvement over time.

Edison Extra (Summer School)

In the summer of 2000, Edison launched its first summer school program in four districts in Missouri. Serving approximately 8,000 students in its pilot year and 35,000 students in the summer of 2002, the program is a phenomenal success. Test results are not yet available for summer 2002, but 2001 results are very encouraging and significant. We served over 11,000 students in 8 districts in 92 schools in 2001. All students in grades 3-8 took both our pre- and post-program exam developed by Edison in language arts and mathematics. Across all eight districts, students showed an average of a 63% gain in language arts and 65% in mathematics, with some districts making even more extraordinary gains. Students in the Sarcoxie School District showed a 95% rise in language arts and an 84% rise in math, while McDonald County School District students gained 95% in language arts and 99% in math.

4. Evaluating, Monitoring and Communicating Student Progress

Edison has developed one of the most comprehensive and innovative achievement management systems in the nation. Our technology-based system, the Edison Benchmarks Assessment System (already briefly described), will be a critical feature of our supplemental services program in Michigan, enabling us to develop, customize and adapt our intervention program every month throughout the school year to meet individual student needs. Our system provides regular, up-to-date and accurate student achievement data that can be used to diagnose, prescribe and improve instruction at all levels, for individual students as well as for group instruction. The system allows us to develop and tailor our programs to specific LEA needs at the *beginning* of our instructional program, so that we can develop a timetable and plan with clear goals for each student we serve.

Edison's Benchmarks are administered online on a monthly basis, making possible ongoing instructional decisions and adjustments based on the current needs of students. Using data analysis teachers can differentiate their instruction to meet student needs, targeting whole classes, groups of students, or individuals as necessary. Data used in this way can be a useful tool for teachers to reflect upon their own effectiveness. The system also allows data to be aggregated at all levels (individual, classroom, school, grade, region, and nationally).

Our assessments are currently available in reading, math, and language arts. They take the form of 15-25 question multiple-choice tests that mirror standardized criterion- and norm-referenced tests. The test questions are written to Michigan, Edison, and end-of-grade standards. Test results enable teachers and administrators to adjust instruction on an ongoing basis and ensure continuing progress.

A key feature of our Benchmarks system is the development of monthly progress reports, so that we can continually adjust and adapt instruction to meet individual needs. Further, we will provide local school officials and students' teachers with copies of these monthly progress